Performance Measurement Learning Collaborative

September 30, 2021

Presenter, Dr. Raymond S. Kirk
Moderated by Casandra Firman, ARCH
Agenda

Welcome and Introductions

Pinpointing Outcomes and Performance Targets for Measurement
Presented by Dr. Raymond S. Kirk.

Finding Resources for Selecting Appropriate Measurement Tools
Presented by Casandra Firman

Check in: ARCH and Learning Collaborative Participants’ Updates
Where we are in performance measurement activities.
What you’re doing, successes and challenges. Share and brainstorm with others.

Topics for Future Meetings
Who’s Here?

Use the chat box to say hello with your name and state.
Pinpointing Outcomes and Performance Targets for Measurement

RAY KIRK
SEPTEMBER 30, 2021
Final report from the Expert Panel on Respite Research
Performance metrics for respite programs
Six “key” recommendations from the Expert Panel

1. Improved research methodologies
2. Individual, family, and societal outcomes
3. Cost-benefit and cost-effectiveness research
4. Systems change that improves respite access
5. Improved respite provider competence
6. Translate research findings into best-practice models

6 Key Areas

To establish evidence for the effectiveness of respite care for improving the well-being of caregivers and others in their families and communities
Research individual, family, and societal outcomes.

The Panel identified the family caregiver as the “portal of entry” for future respite research, and set the expectation that at least one outcome relating to caregiver well-being and quality of life be measured during any research study. However, the Panel specified that a focus on family caregiver outcomes does not negate the need to study additional outcomes. Recommendations reflect the Panel’s recognition of benefits that may also accrue from respite to the care receiver, the family system, and society, and are therefore appropriate for inclusion in research studies.
Good reasons for performance measurement

Performance measurement demonstrates that resources are being used for activities that result in positive change.
Know success when you see it

If you provide a particular respite service (the independent variable), and the service is effective, what positive outcome (the dependent variable) would you expect to observe?
Define success in measurable terms

HOW IS SUCCESS DETERMINED?

When thinking about whether a program is successful, it is essential to:

• Identify what success is.
• Describe how you would know success if you saw it.
Where do you start? (research/evaluation perspective)

A Concise, Inclusive Definition

Respite is planned or emergency services that provide a caregiver of a child or adult with a special need some time away from caregiver responsibilities for that child or adult, and which result in some measurable improvement in the well-being of the caregiver, care receiver, and/or family system.
Identifying measures for indicators of outcomes

OUTCOME:
Caregivers experience improved well-being.

INDICATOR:
Caregivers report decreased stress.

MEASUREMENT:
The Index of Clinical Stress
Measure “close;” proximal becomes distal

<table>
<thead>
<tr>
<th>Outcome Category</th>
<th>Proximal Outcomes (results of direct service)</th>
<th>Distal Outcomes (changes in well-being over time, following respite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Life</td>
<td>• stress levels</td>
<td>• improved/sustained quality of life for both caregiver and care receiver</td>
</tr>
<tr>
<td></td>
<td>• sense of support</td>
<td>• perceived quality of life of both caregiver and care receiver</td>
</tr>
<tr>
<td></td>
<td>• happiness</td>
<td>• caregiver sense of well-being</td>
</tr>
<tr>
<td></td>
<td>• satisfaction with caregiving</td>
<td>• caregiver maintains hobbies or other leisure activities</td>
</tr>
<tr>
<td></td>
<td>• care recipient academic achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• confidence in provision of care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sense of freedom and self-care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• time for recreation/leisure important for caregiver and care receiver quality-of-life</td>
<td></td>
</tr>
<tr>
<td>Experience of Care</td>
<td>• caregiver satisfaction</td>
<td>• long-term caregiver satisfaction</td>
</tr>
<tr>
<td>(perceptions of)</td>
<td>• care receiver satisfaction</td>
<td>• long-term care receiver satisfaction</td>
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Measures: Standardized, dynamic

### A Research Agenda for Respite Care

#### Taxonomic Schema of Related Proximal and Distal Outcomes

<table>
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<tbody>
<tr>
<td><strong>Individual and Family Level Outcomes</strong></td>
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</table>
| **Family Relationships** | • quality of marital/partner relationship  
• perceived strength of relationships  
• relationship with other family members  
• relationship with care receiver  
• time available for non-care receiving family members  
• reduced risk of care receiver maltreatment  
• caregiver’s positive attitude towards care receiver and other family members  
• care receiver’s positive attitude towards care receiver and other family members  
• family’s ability to develop and utilize social networks | • family continuity  
• relationship stability (separation and divorce)  
• family vacations, outings, events with or without care receiver  
• reduced incidence of care receiver maltreatment  
• long-term increase in family’s social capital |
| **Social Relationships (outside the family)** | • frequency/duration/quality of social interactions (both caregiver and receiver)  
• maintenance of friendships (both caregiver and receiver)  
• accessing/utilizing support groups  
• family’s ability to organize and utilize social support/social activities | • caregiver’s sustained willingness to provide care  
• caregiver’s sustained confidence and ability to provide care  
• long-term increase in family’s use of social capital |
Identifying research/evaluation topics; making a contribution to *evidence*

The ways that respite influences family caregiver relationships and marital status, employment and family economic stability, family caregiver and care recipient social interactions, abuse or neglect prevention, and caregiver health status have not been well researched.
"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results that they get."

R. Spencer Darling
Business Expert
Use them! Please! Develop one for your program! They are SO helpful for defining success; achieving clarity on outcomes you want to achieve; relating your activities to performance measures, and performance measures to outcomes; deciding what measures will be required; informing data collection strategies; providing a tangible record of your program model. Yeah, they’re kind of a pain if you’ve not developed one before, and they take some time to populate, but the returns are bountiful. Really. For the love of God, construct a logic model!

(Rant is over; you can thank me later...)
Some axioms for performance measurement

- Measuring performance indicators can be time consuming and requires resources, so:
  - Measure what is important
  - Measure what you can change
  - Measure “close” (i.e. proximal, it becomes distal over time)
  - Measure indicators that relate to your chosen outcomes
Other measurement considerations

- Desirable features of performance measures:
  - Standardization is nice
  - Dynamic is nice (e.g., pre/post, sliding scale scores, a la Likert)
  - Keep it simple (without making it dumb...)

- Caveats:
  - Beware the counterfactual
  - Avoid measuring rarely occurring events
  - Select measures (and strategies) designed to detect change, if/when it occurs
Okay. Time for Q & A

Likert scales?

Outcomes?

Logic models?

Measurement²?

Standardized measures?

Other (please specify...)

Performance measures?

Insert your term here...
Measuring Systems Change and Consumer Outcomes
Recommendations for Developing Performance Metrics for State Lifespan Respite Programs
Your Best Source for Information and Resources
in Primary Child Abuse Prevention

BROWSE TOPICS  MEDIA LIBRARY
COVID-19 RESOURCES
Open Discussion

- Discussion: Learning Collaborative participants’ updates/challenges/successes regarding evaluation activities.
- Identify topics for next meeting.